

**Council on Postsecondary Education
Committee on Equal Opportunities
June 16, 2009**

**2009 Campus Environment Team and Campus Security
Reports**

The Campus Environment Teams (CET) are a component of *The Partnership Agreement and The Kentucky Plan* for Equal Opportunities in Postsecondary Education. In accordance with Commitment A.3.h of the Partnership, each university pledged to establish a CET responsible for addressing campus and community issues with the goal of improving the campus climate for minority students. The teams support student organizations, community/technical colleges, and university initiatives that enhance the co-curricular experiences of African American students, faculty, professional staff, and administrators.

The CETs accomplish their work by identifying concerns, developing programs or strategies to address them, and offering recommendations for improvement to the presidents. The CEO recognizes institutions that are successful in creating positive, nurturing environments for African American students, staff, faculty, and administrators, and encourages the remaining institutions to replicate the atmosphere through resource and information sharing.

The CEO requests each institution to provide an annual report of CET activities from the previous year. A reporting format, identifying the report components, was developed and issued to institutions in 2004. Additionally, the 2008 information request provided a detailed outline that highlighted specific information to be included in the CET reports to ensure that data collection and reporting was consistent from institution to institution.

Each of the universities, as well as the Kentucky Community and Technical College System, submitted a report that highlighted the 2008 institutional campus environment teams.

CHARGE OF THE CET

Each university identified the charge of the CET established by the president. Each institutional charge remained the same from the previous year, with the exception of two: University of Louisville and Western Kentucky University. These charges were edited for brevity. Institutional charges include:

- **EKU:** Facilitate, engage, assist, advise, collaborate, promote, and serve the campus regarding issues of diversity to build and support a campus environment that supports the KY Plan and the work of the university diversity office.
- **KCTCS:** Foster and promote communication, inclusion, and respect of differences and to develop and recommend programs and policies that help create an environment that supports diversity goals and objectives, commitment to diversity, and equal opportunity in the college and in the community.
- **KSU:** Provide support to students to succeed academically, socially, and culturally and to improve relationships between faculty, staff, students, and administrators.

- **MoSU:** Create and maintain a campus and community environment that embraces, values, and celebrates diversity.
- **MuSU:** Make recommendations to the president to improve the climate and environment of the university for minority students, faculty, and staff to attract and retain them.
- **NKU:** Advance multicultural understanding within both the university and community as an educational and civic priority.
- **UK:** Monitor and assess plans/programs that ensure equal opportunity throughout UK, to facilitate diversity in all university affairs, and to design ways to ensure equal opportunity/supportive campus environment.
- **UofL:** Serve and advise the president on issues of diversity and racial equality. Issues include, but are not limited to; recruitment, retention, and promotion of faculty, professional and administrative staff from diverse populations, group-based inequalities and inequities, addressing sexist and racist conduct that impedes the educational mission of the university... etc.
- **WKU:** Assure achieved status in all eight EEO objectives of the KY Plan; play a central role in the development/promotion of diversity programs across campus and the Bowling Green community; Lead the university in promoting inclusion/acceptance; promote diversity in learning outcome and international learning experiences; assist in efforts to increase the hiring/retention of minority faculty and staff; assist in efforts to increase recruitment, retention, and graduation of minority students and prepare them for graduate school; monitor achievement of diversity indicators and WKU Strategic Plan; and select and administer the President's Award for Diversity.

CET Members

Institutions were requested to identify members of the CET and to provide job titles and job descriptions. While KCTCS institutions were not required to develop a CET, each of the institutions created committees to address diversity and multicultural initiatives to improve the educational environment at the community and technical colleges across the Commonwealth. All 16 KCTCS districts identified a CET or its equivalent. The membership includes administrators, faculty, and professional staff; three KCTCS institutions identified student members (Ashland, Madisonville, and West KY). Each KCTCS cultural diversity director serves on the institutional CET. Additionally, the KCTCS Diversity Peer Team is comprised of the 16 cultural diversity directors, as well as administrators from the KCTCS office. Their charge is to ensure that the KCTCS is a culturally competent organization. And finally, members of the KCTCS Engagement Team include 13 representatives from each of the system office administrative areas.

Similar to the previous year, university CET's consist of public safety department personnel and legal counsel, as well as members from the local community (pastors, public housing administrators, human rights administrators, etc.); each university CET has at least one student member. The following chart displays the institutional CET members:

INSTITUTION	NUMBER OF MEMBERS	
	Students	Admin, Faculty, Staff, Other
EKU	4	31
KSU	2	8
KCTCS		
Ashland	2	10
Big Sandy	0	2 Committees- 11, 19
Bluegrass	0	2 Committees- 7, 14
Bowling Green	0	9
Elizabethtown	0	21
Gateway	0	13
Hazard	0	7
Henderson	0	20
Hopkinsville	0	16
Jefferson	0	17
Madisonville	1	25
Maysville	0	15
Owensboro	0	41 members- (8 workgroups)
Somerset	0	23
Southeast	0	10
West Ky	1	17
KCTCS Office		
Diversity Peer Team	0	23
Cultural Engagement Team	0	13
MoSU	2	19
MuSU	2	9
NKU	3	11
UK	3	12
UofL	3	29
WKU	1	19

CET Goals and Objectives

Each report identified the CET's goals and objectives; based upon the charge of the team, the directives varied among institutions. The goals and objectives changed from the previous year for three institutions: MuSU, NKU, UofL. Examples are provided below:

- **EKU:** The six goals identified include: facilitate communication of its commitment to diversity, engage and assist the campus in supporting and celebrating diversity, assist with the development of a campus climate and culture that supports and celebrates diversity, serve in an advisory capacity to the campus community to meet the goals of the Strategic Plan; collaborate with and build coalitions; promote a culture of respect for the physical environment; and serve as the CET under the KY Plan.
- **KSU:** Four goals were acknowledged: encourage improvement and efficiency of student academic support services, improve relations between students, faculty, staff, and the Frankfort community to address communication problems on campus; provide programming to increase interaction between all students; and promote awareness of social issues in the community.

- **MoSU:** The five goals identified include: Communication and Education, Minority Student Recruitment, Diversity Content in Curriculum, Diversity and Teacher Preparation, Campus Environment and Minority Student Retention. Multiple objectives were listed under each goal.
- **MuSU:** Three goals/objectives were identified: Monitor the progress of the Minority Graduate Fellowship Program; monitor resources, staffing, and financial support in African American Student Services and ethnic programs; continued support for the Black Faculty and Staff Association to provide Black faculty and staff with a mechanism for communication.
- **NKU:** The seven goals and objectives include: serves in an advisory capacity to the president/vice-president regarding issues of diversity/inclusion; work with the campus community to create a welcoming environment, supporting educational programs and series that foster respect/understanding; support and encourage the development of sound education practices that show and foster respect for diversity/multiculturalism; establish a climate of mutual respect and personal responsibility; support strategies to assist the campus community in understanding and respecting the value of all individuals; and fostering an atmosphere that gives all an equal opportunity to succeed.
- **UK:** Three goals and objectives were acknowledged: monitor and assess plans and programs that ensure equal opportunity throughout the university; facilitate the development and implementation of diversity in all university affairs; and design general ways that can assist university officials in exercising their responsibilities to ensure equal opportunity and a supportive campus environment.
- **UofL:** The five goals and objectives presented include: monitor and assess university unit actions and develop and implement plans that enhance and promote inclusion, equity, and campus diversity; report on the progress in these areas, evaluate them, and recommend appropriate courses of action to the president, board of trustees, and other concerned university officers; make recommendations to the president; improve the working environment for people of color/diverse populations; and suggest funding strategies to achieve annual objectives of the board of trustees, board of directors, and the foundation.
- **WKU:** Five goals and five objectives were highlighted. The goals are to assess the perceived diversity climate and report the perceptions to the president; review minority and diversity programming issues facing WKU and report the results to the president, monitor the diversity climate, and report concerns to the president; administer the president's awards for diversity; and meet on a regular basis. The objectives are to conduct diversity climate assessments; review significant programming issues; utilize university resources to monitor the diverse climate of the university; select and award individuals contributing to improving the diversity climate; and meet at least quarterly.
- **KCTCS:** Although the narratives of the KCTCS institutions varied, the overall focus had not changed from last year: commitment to diversity, the recruitment and retention of students of diverse backgrounds, the employment of diverse faculty and staff, and inclusion across the campus, as well as the local communities where the KCTCS institutions reside.

Measures to Determine Effectiveness of the CET

A variety of methods was acknowledged to measure, as well as determine, the effectiveness of the CETs, by both the universities and the KCTCS institutions. KCTCS provided varied measures from institution to institution, including: advising the presidents; assessing actions,

monitoring the rate of change in enrollment, retention and graduation rates compared to previous years; funding special initiatives and programs; evaluating strategies used to address concerns; hosting diversity lecture series; monitoring the progress of specific activities; analyzing institutional research data; participating in a MLK breakfast; conducting phone interviews with students that stop-out; identifying communication of potential diversity issues; administering a campus climate survey; utilizing the NSSE (National Survey of Student Engagement); and accepting recommendations by the university presidents.

EKU reported that four projects were implemented in 2008 to create an environment that appreciates, celebrates, and respects diversity: maintained website, hosted the first annual university wide diversity breakfast, developed a campus wide campaign for inclusiveness, Collaborated with the office of institutional research and designed and administered a campus wide diversity survey. Results are expected in fall 2009.

Similar to the previous year, KSU reported that NSSE was utilized by the CET, along with several additional surveys to determine student satisfaction in the classroom, as well as the campus community.

MoSU identified the strategic plan, ASPIRE TO GREATNESS, which was adopted in 2006. The document was highlighted to communicate the various measures used to determine success at MoSU; four specific areas identified include:

- *Recruitment, enrollment, advising retention/graduation strategies
- *Communication with students, faculty, staff
- *Employment and career advancement
- *Student leaders and general campus issues

The MuSU report indicated the CET encouraged university administrators to consider the diversity initiatives (minority graduate fellowship program, resources, staffing, and financial support in African American Student services/programming) as priorities in the upcoming budget.

NKU reported that the measures used to examine effectiveness are being reassessed. Efforts to advance access for special populations (minority students, students with disabilities, lower socio-economic status students) are ongoing.

Six measures were highlighted by UofL to assess the effectiveness of CODRE: review and assessment of the status of recommendations made to the president/provost; number of diversity programs and services based on number of attendees and feedback on evaluations; assessment of the overall campus climate through the administering of university-wide online surveys from faculty, staff, and students regarding diversity related topics; review of budgets to determine if diversity initiatives are adequately funded; bylaws of CODRE reviewed and revised for efficacy/efficiency; and focus groups conducted to learn of individual perspectives regarding the workplace environment.

The UK report highlighted their goal of receiving recognition as a top 20 public research university. Dr. Lee Todd's business plan offers a map of the path that the institution will follow, along with the development of a university-wide strategic plan. One of the major goals of the strategic plan is to "Promote Diversity and Inclusion." The CET report includes a multitude of information featuring strategies and measures with a student focus: recruitment efforts;

enrollment, graduation, and enrollment in graduate school (preparing future faculty); faculty focus: diversity in hiring, Inclusiveness Task Force; staff focus: diversity awareness and training conducted by human resources; promoting curricular and co-curricular transformation that recognizes the educational advantages of diversity; enhancing campus and community collaborations in areas where opportunities exist to build diversity and inclusion; and through non-Academic units: Division of Student Affairs, Cultural Diversity Festival, Interfaith Dialogue Organization, ARL Minority Fellowship Program, Muslim Student Association, Scholarship for Study in Asia, Black History Month, UK on Main, and World Music Concert.

According to the WKU report, the institution's assessment reports, multi-year analysis summaries, and data compilation and analysis allow the institution to establish minimum standards, report highlights and themes of interest, and identify enhancement strategies that can produce manageable yet meaningful results. The process for establishing an evaluation plan is ongoing at this time. WKU plans to engage in a diversity action planning seminar once data assessment and review is complete.

Advertised Date/Time/Location of Meetings

Each of the university CET meetings was publicized. Several utilized the university Web site to advertise the dates, times, and meeting locations. Most were open to the university community, as well as members of the local community. Two CET reports indicated that the presidents attended at least one meeting (UofL, WKU).

- ECU: Monthly meetings were open to the entire campus community and community leaders at the Crabbe Library; the CET met nine times in 2008. Minutes of the meetings are posted on the Web site. A meeting of the subcommittees occurred outside the regular meetings.
- KCTCS: Ashland held four meetings in 2008 which were advertised via e-mail. Big Sandy held six meetings. Bluegrass held 10 meetings based upon team members schedules that were announced via e-mail. Bowling Green held meetings the second Thursday of every month, though invitations were not extended to community leaders or students. Elizabethtown did not conduct meetings in 2008. Gateway held 6 meetings. Hazard plans meetings when the need arises. Henderson and Hopkinsville held meetings based upon team members schedules. Jefferson held open meetings with the date/time/location sent to the membership. Madisonville held meetings the fourth Friday prior to faculty meetings. Maysville held meetings quarterly and announced the location times among the membership. Owensboro will open meetings to students, faculty, and staff in the fall of 2009. Somerset held five meetings in 2008 that were announced to members via e-mail. Southeast conducted two meetings per semester. West KY met once a semester and members were notified by e-mail of location, date, and time. The system office held three meetings in 2008, as well as a planning retreat. Team members were notified by e-mail according to their schedules. The Cultural Engagement Team met six times in 2008.
- KSU: Administrators indicated that regularly scheduled meetings were posted and held in 2008. Flyers were placed in areas with high traffic (dorms, classroom buildings, student center) and e-mail notices were forwarded to all students. According to KSU

administrators, students also participated in town hall meetings throughout the semester.

- MoSU: The president's council met every month except June and July 2008. The committee also participated in a Student Government Forum on Diversity.
- MuSU: CET meetings were held three times in 2008. Additionally, lunch meetings were held the first Wednesday of each month with members of the CET and BFSa (Black Faculty and Student Association). Meetings were advertised through the e-mail listserv, as well as the BFSa newsletters. According to administrators, the CET also attended Black Student Council meetings.
- NKU: The committee met three times in 2008. The CET discussed its advisory role, campus surveys, the CET's purpose, and discussed extending its role to search committees. According to the report, the CET also discussed the formation of the statewide diversity plan and the university climate.
- UK: The report noted that six open meetings were held in 2008 that were advertised on the *UK Today* Web site; the site is accessible to everyone on campus, as well as the greater Lexington community and beyond. Guest presenters were invited to all but one meeting. Four senators were present at the March meeting.
- UofL: Meetings were advertised via *UofL Today*, the university's principal communication vehicle (e-mail that is administered to students and employees daily). Regularly scheduled meetings are held the second Friday of each month. Meetings are open to the public. Community leaders and others external to the university are invited to participate or serve as a resource. The CODRE chair meets with the president, and the president and/or provost attend at least one general body meeting each semester.
- WKU: According to administrators, meetings were publicized on the (Diversity Enhancement Committee) DEC's web page, which is available to the public. Students, faculty, staff, and concerned community leaders are permitted to attend. The agenda and minutes of the meetings are posted on the DEC web page.

Recommendations Made by the CET

Each institution identified recommendations presented to the presidents. Institutional recommendations highlighted in the CET reports are featured in the following table. The recommendations were edited for brevity.

INSTITUTION	RECOMMENDATIONS
EKU	Hiring, scholarships, curriculum, student retention, graduate assistantships, redefine diverse population, campus wide diversity survey, campus wide forum
KCTCS	See Institutional Report
KSU	<ul style="list-style-type: none"> • Changes in Human Resource Policies • Provision of additional student series • Maintaining Professional Development Funds

MoSU	<p>The CET recommended the creation of a position at the university to provide a strategic focus to all the efforts undertaken related to climate and diversity.</p> <p>The President created the Chief Diversity Officer (CDO) in late October 2008.</p> <p>The President placed responsibility for the production of the Affirmative Action Plan with the Office of Human Resources.</p> <p>Other recommendations included adding a cultural studies minor and developing and adopting a university-wide definition of diversity. Both have been accomplished.</p>
MuSU	<ul style="list-style-type: none"> To develop a standing Diversity Committee that would become a permanent part of the University's Governance Document and shared governance infrastructure
NKU	<p>No changes since the previous year. The report stated: In response to a 2006 report prepared by the NKU Advisory Committee on Services to Students with Disabilities, President Votruba charged three separate committees to develop a five-year strategic plan to develop campus accessibility in the areas of physical access, technology access, and academic access. Reports were finalized and shared with the president in May 2008. Additionally, various initiatives were highlighted that focus on African American and Latino students: K-12 Minority Students, Multicultural Visitation Program, Adopt an Applicant, Latino Student Affairs/Kroger's Mentor Program, African American Male Mentoring Program. Also, the NKU ROCKS program was presented in the report.</p>
UK	<p>No changes since the previous year.</p> <ul style="list-style-type: none"> Promote greater diversity engagement opportunities. Examine and seek ways to enhance communication due to construction and renovation. Support outreach activities and programs that raise awareness of the campus services that are available. Implement leadership and mentoring programs that support professional development of women employees in administrative positions. Assess the measurable equal opportunity goals for units as reported in annual strategic plans.
UofL	<p>Status of recommendations were highlighted for the following:</p> <ul style="list-style-type: none"> Sustain support for diversity during budget cuts some funding was restored to the diversity budget. Continue support of LGBT services and ensure that services will not be reduced the services provided to LGBT were moved to a larger space and shared with the Association of Black Students. Twelve additional changes/efforts were reported, including: Exit interview process developed for faculty/staff leaving the institution. The CODRE bylaws were revised in 2008; the CET will focus on monitoring and improving the campus climate. End of tuition remission benefits for employee spouses/partners due to budget cuts. One-time funds were secured to provide tuition remission for spouses for the current academic year
WKU	<p>Recommendations currently being discussed with the WKU President:</p>

	<ul style="list-style-type: none">• A revision of the hiring process.• The incorporation of an incentive hiring program.• The development of a wide-ranging campus diversity series. <p>These recommendations are currently ongoing and are still in the discussion phase.</p>
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The full CET reports are available for review at the Council office. University representatives will also be available at the June 16 CEO meeting to respond to questions regarding the CET reports.

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